

**CENTER FOR THE ARMY PROFESSION AND ETHIC (CAPE)
SENIOR LEADER PROFESSION AND ETHIC EDUCATION COURSE**

**Module Plan for
“INVESTING IN CHARACTER DEVELOPMENT”
CGSL-EE –FP02**

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Date prepared:

1. SCOPE:

This module supports the block of instruction described on the Block Advance Sheet for “Commander’s Guidance for Senior Leader Ethics Education,” CGSL-EE-AS02.

2. LEARNING OBJECTIVES:

TERMINAL LEARNING OBJECTIVE

SLFP-TLO-2:

Action: Analyze the individual’s and institution’s responsibilities for Character development.

Condition: Acting as a leader at the strategic or organizational level in the current operational environment, using a strategic or organizational-level leadership perspective as applicable, principles and standards of critical thinking, references, case studies, practical exercises, and class discussions.

Standard: The analysis of the individual’s and institution’s responsibilities for Character development will include:

- Examination and analysis of the module topics including the use of a journal to document information and capture personal reflections
- Participation in professional discussion, reflection and development exercises as designated by the instructor.

ENABLING LEARNING OBJECTIVES:

SLFP-ELO-2.1:

Action: Examine the basic theory and content of Character development.

- **Condition:** Acting as a leader at the strategic or organizational level in the current operational environment, using a strategic or organizational-level leadership perspective as applicable, principles and standards of critical thinking, references, case studies, practical exercises, and class discussions.
- **Standard:** The examination of the basic theory and content of Character development will include:
 - Description of Character and Character development
 - Description of moral and professional identity
 - Investigation of moral/ethical domain development
 - Investigation of Emotional Intelligence and Affective Learning
 - Analysis of Authentic Leadership and its effect on Character Development
 - Analysis of the effects of ethical climate on Character development
 - Description of how Character development can be achieved through personal effort like journaling.

SLFP-ELO-2.2:

Action: Examine individual resources for Character development.

Condition: Acting as a leader at the strategic or organizational level in the current operational environment, using a strategic or organizational-level leadership perspective as applicable, principles and standards of critical thinking, references, case studies, practical exercises, and class discussions.

Standard: The examination of the individual resources for Character development will include:

- Use of a journal to record reflections on character development
- Evaluation of the benefits of participating in discussion, reflection and character development exercises
- Evaluation of Self-development
- Analysis of leaders who continuously develop themselves in character and commitment.

SLFP-ELO-2.3:

Action: Examine the methods for development of character in Army professionals.

Condition: Acting as a leader at the strategic or organizational level in the current operational environment, using a strategic or organizational-level leadership perspective as applicable, principles and standards of critical thinking, references, case studies, practical exercises, and class discussions.

Standard: The examination of the methods for development of character in Army professionals will include:

- Analysis of the need for Army leaders to assess the ethical climate within their organizations
- Description of incorporating Character development within existing activities and execution of the mission.
- Description of how leaders assist in designing and implementing Character development activities within their current training and operational activities
- Analysis of the need for Army senior leaders to invest time in self-assessment and character development
- Analysis of leaders' responsibility to continuously develop their organizations in competence, character, and commitment
- Description of how senior leaders can design and implement a plan for character development within their organizations
- Description of a Character Development Plan
- Identification of opportunities to integrate Army Profession and Ethic Learning Concepts into organizational policy, programs, processes, and climate
- Evaluation of Unit Professional Development (OPD, NCOPD, WOPD, etc.)
- Evaluation of institutional Professional Military Education (PME)
- Analysis of Army doctrine for character development

SLFP-ELO-2.4:

Action: Examine the need for continuing character development within the Army Profession.

Condition: Acting as a leader at the strategic or organizational level in the current operational environment, using a strategic or organizational-level leadership perspective as applicable, principles and standards of critical thinking, references, case studies, practical exercises, and class discussions.

Standard: The examination of the need for continuing character development within the Army Profession will include:

- Analysis of continuous character development within the Army Profession
- Investigation of methods for continuous character development
- Investigation of methods for assessment: feedback from coaching, counseling, and mentoring, reflection, and candid intra-organizational communications
- Examination of research on why Character development is important

3. SUGGESTED INSTRUCTOR INSTRUCTIONAL INTENT:

See 'Investing in Character Development Instruction Intent' document.

See 'Investing in Character Development Module Learning Objectives' above.

4. SUGGESTED STUDENT READINGS / VIEWINGS:

a) Army Profession Doctrine

Army Doctrine Publication (ADP) 1, *The Army*, Chapter 2.

Army Doctrine Reference Publication (ADRP) 1, *The Army Profession*.

b) Reading / viewing list:

As designated by instructor. See resources in 'Investing in Character Development Reading / Viewing list'

4. CONDUCT OF MODULE

a. Example Module Timeline:

Min	Activity
05	Concrete Experience:
05	Publish and Process:
20	Generalize New Information:
10	Develop:
10	Apply:
50	Total Minutes

b. Concrete Experience:

***Instructor Note:** Present a "Concrete Experience." Choose a relevant video, reading or other material that can lead to a facilitated discussion on the topic. See 'Investing in Character Development Reading / Viewing list' for suggested videos, readings, etc. or choose a "Concrete Experience" of your own.*

c. Publish and Process:

***Instructor Note:** Provide students time to react to the "Concrete Experience." Provide appropriate questions to guide the discussion to meet the objective of the "Concrete Experience."*

d. Generate New Information:

***Instructor Note:** Provide new information to the students for consideration. Facilitate a discussion of the material to improve depth and retention.*

e. Develop:

***Instructor Note:** The facilitator provides and explores the new information combined with supplemental questions and reflective practice that guides the group through a rich discussion on how the "New Information" relates to Professions and how it shapes a professional's behavior*

f. Apply:

Instructor Note: Choose an appropriate question, article, story, video, written vignette, exercise, picture/poster, etc. that will allow the students to apply their new knowledge the experience and will generate discussion within a small/large group setting.

Facilitator Action: Check on Learning and Promote Reflective Practice Determine if group members have gained familiarity with the material discussed by soliciting student questions and explanations. Ask the students questions and correct misunderstandings.	
<u>Learning</u> Q – What do you think about what you learned? Q – How do you feel about what you learned? Q – What did you learn from listening to the reactions and reflections of other Army professionals?	<u>Reflection</u> Q – What will you do with your new information? Q – What are the future implications of this decision, or of this experience? Q – How can you integrate what you have learned into your own organization?

5. SUGGESTED ASSESSMENT / EVALUATION

As noted above in the Learning Objectives the minimum standard for this module is:

- a. Examination and analysis of the module topics including the use of a journal to document information and capture personal reflections
- b. Participation in professional discussion, reflection and development exercises as designated by the instructor.

Additionally, instructor may want to assess the students to a deeper level of understanding than is demonstrated during discussion and journaling. In those cases the following is one method of many that can be used for Assessment / Evaluation of the Learning Objectives:

- a. Preparation of a project for presentation/delivery to a small group and / or instructor for facilitated discussion on the applicable topic
- b. The project is proposed by the student or assigned by the instructor. Examples are:
 - i. Design a case study supported by applicable video or written vignettes
 - ii. Write a research paper
 - iii. Create a video presentation
 - iv. Develop a debate, point/counter point, or simulated court session
 - v. Identification of opportunities to integrate Army Profession doctrine and the Army Ethic learning concepts into Command programs, processes, and climate